DOCUMENT RESUME

ED 341 853 CE 060 376

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TITLE Training Narcotic Supervisors To Field Test Drugs That Are Purchased by Undercover Officers.
PUB DATE 2 Jun 91
NOTE 82p.; Master's Thesis, New York Institute of Technology.
PUB TYPE Dissertations/Theses - Masters Theses (042)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Education; Drug Abuse; *Field Tests; *Instructional Development; Job Analysis; *Job Training; *Narcotics; Needs Assessment; Police; Police Action; *Police Education; Program Development; Program Evaluation; Program Implementation; Skill Analysis; Staff Development; Supervisors; Task Analysis
IDENTIFIERS *Instructional Systems Development

ABSTRACT

A training program was developed to teach narcotic supervisors the proper way of field testing drugs purchased by undercover officers. The instructional system design model followed for this project was the Interservice Model of Systematic Design of Instruction, which consists of five phases (analysis, design, development, implementation, and evaluation). During the analysis phase, the designer used first-hand experience and discussions with undercover officers, laboratory personnel, and supervisors to determine the need for such training. A job task analysis showed that most drug-related narcotic cases were not field tested. Objectives were developed and the use of role plays and videotaping was considered for training. A training seminar booklet and a mock video of the training were produced and disseminated to appropriate training directors to examine. After a series of one-on-one and small group trials, the project was implemented in January 1991. The initial training appeared to be very successful; commanding officers of the narcotic divisions provided tremendous support. Although hesitant at first, participants felt the training was excellent and worthwhile. The formative evaluation included one-on-one, small group, and pilot tests. The reaction and learning results seemed to be quite positive. (Appendixes include the task analysis, performance checklist, questionnaire, and 15 references.) (YLB)

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accepts the
Thesis/Project

# TRAINING NARCOTIC SUPERVISORS TO FIELD TEST DRUGS THAT ARE PURCHASED BY UNDERCOVER OFFICERS

This project was conducted using the principles and techniques of instructional system design (ISD). The document is a report of the designer's plans and experiences in carrying out the design, development, implementation, and evaluation of the project. A plan, budget, analysis of findings, and recommendations are included.

written by

Donald Kennedy

in partial satisfaction
of the requirements for the degree of

Master of Science

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# TRAINING NARCOTIC SUPERVISORS TO FIELD TEST DRUGS THAT ARE PURCHASED BY UNDERCOVER OFFICERS

by

Donald Patrick Kennedy

B.S. 1987, John Jay College

A Thesis/Project

submitted to The Faculty of the

School of Media and Arts

of the New York Institute of Technology in partial satisfaction of the requirements for the degree of

Master of Science

June 2, 1991

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## ACKNOWLEDGMENTS

The assistance of a number of individuals was important to the completion of this project. Those listed here were so extraordinarily helpful that they must be acknowledged.

I wish to thank both my mother and father for all their support throughout the years, along with my brother, Bill.

I also must give special thanks to my wife, Suzanne, my son, Peter and my daughter, Elaine for giving me the motivation and assistance I needed to complete this thesis/project.

I would be remiss if I did not mention Cookie, my dog and faithful companion, who sat with me while I labored over my word processor.

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# CHAPTER 1

# INTRODUCTION

## Overview

Crime is a phenomenon that is currently destroying everyday life in New York City. Crime is directly fueled by drug abuse. "I believe the crime problem in America is the drug problem," declared former New York City Police Commissioner Benjamin Ward. The sheer dollar volume of narcotics traffic is immense, estimated at anywhere from $27 billion to $110 billion a year. In a study released in 1986 of the link between drugs and street crime in New York and Washington, 56 percent of suspects tested were using drugs at the time of arrest. In Florida the burglary rate was up 30 percent for the same year while cocaine arrests were up 80 percent. The easy tolerance of the late 1960s, when turning on was a statement of personal freedom, has turned to dread. Cocaine, the glamour dust of the late '70s-fast, clean, fun!---has been boiled down to hard and mean little pellets of crack, giver of euphoria, taker of lives. Even Ozzie and Harriet's little boy, grown middle-aged and off camera, is said to have floated high on cocaine enroute to dying. Cocaine, many physicians now believe, is the most addictive popular drug of all, and crack is by far the most addictive form. Researchers who have studied cocaine's

effect on the brain believe it interferes with normal biochemical agents that control the desire for food, sex and sleep. Given a choice between food and cocaine in laboratory experiments, monkeys will become hooked on cocaine and take it until they starve to death. Humans become almost as manic. The consumption of stimulants such as cocaine may result in a temporary sense of exhilaration, superabundant energy, hyperactivity, extended wakefulness and a loss of appetite; it may also induce irritation, anxiety, and apprehension. These effects are greatly intensified with administration of intravenous injection, which may produce a sudden sensation known as a "flash" or a "rush." The problem occurs when the user stops taking the drug and becomes so dependent on the drug that the user will commit whatever crime is necessary to get the money to purchase more of the drug. To help form a stop-gap to this problem, the New York City Police Department has enhanced its Narcotics Division with more personnel involved in "Buy and Bust" operations.

On occasion, an undercover officer purchases what appears to be narcotics, when in fact the substance proves to be "beat" or bogus drugs. The evaluation of the above drugs does not take place until several days later by the Police Department chemists who determine the quantity and quality of the drugs at the Police Academy lab. The seller of these drugs is then set free. This situation causes a

tremendous backlog within the system due to the fact that numerous hours have already been wasted on the above-described arrest.

## Background

Many narcotic cases have been lost due to the fact that "beat" drugs have been purchased by undercover officers. A check with the Police Academy lab revealed that approximately 10 percent of the 43469 narcotic arrests which were made in 1990 were not indicted by the Special Narcotic Assistant District Attorney because of the above described problem.

## Statement of the Problem

The major problem is that precious police, court, and correction (jail) time is being wasted on cases which the Narcotic District Attorney cannot indict. It is felt that if the Police Department is going to go through the effort of apprehending drug sellers, then only quality cases should be made. This could possibly eliminate some street level crime in New York.

## Purpose of the Project

The purpose of this project was to enable narcotic supervisors to field test those drugs which are purchased by

undercover officers to ascertain if they are, in fact, narcotics. This will reduce wasted arrest and court related overtime and facilitate the arrest process for narcotic cases.

## Definition of Terms

Police related jargon will appear throughout this document. For example:

Beat Drugs - non-narcotic drugs which resemble real drugs

Buy and Bust - police term where an undercover officer purchases drugs from a person who is then arrested by a back up arrest team

## Assumptions

1. Some individuals will continue to sell drugs and that on occasion undercover police officers posing as drug buyers will inadvertently buy "beat" drugs. These sellers will then be arrested for the appropriate charge of Petit Larceny instead of being charged with Criminal Sale of Controlled Substance. Assuming that this new policy will be adhered to, the overcrowded and over taxed narcotic court system will run more smoothly.

## Limitations

1. That training was limited to supervisors assigned to

the Narcotic Division who deal mainly with buy and bust operations.

2. The instructional module may not be suitable for use in other organizations, circumstances without appropriate modifications. Some other police agencies have different procedures and therefore the training described in this document would have to be altered.

## Methods and Procedure

The trainee was given detailed instruction on the proper use of the "Nik" Drug Testing Kit. As part of the training each trainee performed a mock street level drug test which was performed in a classroom while being seated on an actual front seat of an auto. This was to be videotaped and the trainee to later view the tape along with the instructor and then personally fill out the post-performance checklist of steps that should have been performed to complete the task. This format is based on the Joint Services Model of instructional systems design (ISD) Center for Educational Technology.(1976). This model is the most widely used ISD model which was developed in 1976.

## Analysis

The New York City Police Department Patrol Guide will be used as an analysis to assure that all policies are followed.

Design

The designer determined instructional objectives, identified entry behaviors, and developed instructional strategies.

Development

The upper echelon within the Police Department's Narcotic Division agreed with the idea of this training because of the fact that overtime hours would be drastically reduced as a direct result of the training. The classroom was to be a relaxed atmosphere where the trainees would be dressed in clothes similar as to what they would wear in a street situation. This should help facilitate learning.

Implementation

The trainees will be made fully aware of what results are expected of them. The designer took into consideration his own experiences in both narcotics enforcement and in prior teaching experiences while teaching in the Police Academy. The trainees will be able to accurately use the NIK drug testing kit upon completion of the course.

Evaluation

The evaluation process is to be performed by both the instructor and the trainee with the trainee completing the post-performance checklist. If the drugs that are purchased prove to be non-narcotic the supervisor (trainee) should notify backup of the correct charges.

## Summary

The narcotic court system is overburdened with narcotic cases and the Police Department Narcotic Division is overworked with drug related arrests. To alleviate some of the backlog in the system and to produce only quality arrests, a new procedure has been initiated. This new procedure consists of training narcotic supervisors in the proper way of field testing drugs which are purchased by undercover officers. If the drugs prove to be narcotic the field team will proceed with a narcotic arrest, but if the drugs are non-narcotic the arrest will be made for larceny and the defendant will be taken to Criminal Court. The above will eliminate unnecessary arrest and court overtime. The trainee should find the training both educational and rewarding in that many hours of unnecessary police work will be saved as a result of this course.

# CHAPTER 2

# ANALYSIS

## INTRODUCTION

This chapter will discuss the analysis activities for the instructional goal, conducted to implement this important training. The training will be directed towards narcotic supervisors to field test drugs while performing the extremely sensitive job of a narcotic buy and bust operation.

## Needs Analysis

At the time the project was undertaken, supervisors assigned to the Narcotic Division performed many diversified tasks. Among them was to direct their team members to arrest individuals who sell drugs to undercover officers. The current New York City Police Department Narcotics Manual (1990) contains information that explains that, under most circumstances, "Buy" evidence or other contraband should not be field tested. General field testing is discouraged in order to preclude allegations of tampering with evidence by defense attorneys. On occasion the undercover officer purchases drugs that are non-narcotic. This, in turn, wastes precious hours both in the arrest process and in

court related overtime. Also, the department chemist has technical time wasted because of the time spent evaluating a substance which is "beat" and therefore fruitless. The upper management within the Police Department are apprised of the above and are fully supportive in the development of a training course which will assist in the early detection of the validity of the drugs purchased.

Job Task Analysis

Supervisors assigned to the narcotic division have a many faceted function. They must always be fully cognizant of the whereabouts of their undercover officers when the officer is in the process of making an undercover buy. Also, it is the supervisor's function to direct the expenditures of buy monies and to see that proper arrests are made by subordinates. However, at the time this project was undertaken, there was no training being given regarding the field testing of drugs. A Job Task Analysis was completed and is is shown in Appendix A of this document. Among the steps are setting a time limit for the undercover to make a drug buy. Also assuring that the drugs are delivered to the lab.

Target Population Analysis

The personnel who were given the above training were supervisors who have experience in the narcotic division and are fully aware of the proper way to conduct a buy and bust operation. Prior to the training all candidates filled out 3X5 file cards listing their educational background, their race and sex and any other training that they may have received within the department.

Organizational Constraints

The only constraints may be that during training real drugs will not be available for use. However, the department chemists feel that this will not constitute a problem. A video machine will be utilized to film the trainee as the testing is being taken place. This not only enhances training but also allows the trainee to make observations with the instructor during the post test critique.

Instructional Goal

At the end of this training the supervisor (trainee) will be able to accurately tell if drugs purchased by the undercover officer are,in fact, narcotic and whether to proceed with a narcotic charge or larceny charge (the backup team will be notified at this time). This was derived from the needs assessment and job task analysis with regard to

the problem which was discussed earlier, and also from firsthand knowledge achieved by the designer. The methodology for deriving the course goal was given in Dick and Carey (1984).

## Literature, Existing Course, and Material Review

As a general rule, no narcotic supervisors are taught how to field test drugs in a buy and bust scenario. On a large purchase, for example, kilo weight or more, the supervisor often times attempts to have a test of the drugs performed as soon as possible. This is sometimes done by having the undercover receive a small amount of the drugs commonly known as a "sample" from the seller and getting back to the seller as early as later on that day after the sample is analyzed (via a field test). If the undercover can get back to the seller the following day, a rush test can be performed by the lab that evening. In instances where the weight or purity significantly differs from what is expected, an effort should be made to register a complaint with the seller. It must be recognized that the criminal element would not hesitate to do so. In this case, the supervisor could take the sample to the lab and test for quality before a substantial amount of money is spent. However in normal buy and bust scenarios there is no field test performed.

Related Theory

Both cognitive and psychomotor skills were used in performing this project. An example of Gagne's (1987) idea of cognitive learning would be the repeated act of using the field testing kits. This will assist them in mastering the task regarding long term storage of knowledge along with retrieval and problem solving. The psychomotor skills will also assist the learning by becoming more adept at commingling the drugs with the substance to determine the purity of the drugs tested. According to Bloom's Taxonomy of Educational Objectives (1979) this project includes knowledge and analysis application levels.

Literature Review

The designer has reviewed various literature regarding the training for this course, among them being:

1. NYPD, The New York City Police Department Patrol Guide (1990). Generally helpful for uniform patrol procedures.

2. NYPD, Organized Crime Control Guide Investigator;s Manual (1990). A step by step format for investigator's assigned to the organized crime division. No procedure for field drug testing.

3. FBI, Federal Bureau of Investigation Narcotics Guide (1990). Guide to the description and effects of various drugs.

4. NYPD, Narcotic Division Manual "Short Weight/Purity Buys-Beat Buys" (1990). A guide as to what an undercover officer should do if the weight and purity differ as to what was expected.

5. NYPD, Narcotic Division Manual "Field Test of Drugs" (1990). A general guide regarding the reason that field testing is discouraged (to preclude allegations of tampering with evidence by defense attorneys.

6. International Association of Chiefs of Police Bureau of Operations and Research, (1980). Field Tests for Drugs - Training Key #312. Gaithersburg, Md. Police field tests for drugs is discussed to establish probable cause for arrest. Pros and cons for field testing.

7. International Association of Chiefs of Police, (1973). Pitfalls in the Use of Drug Field-Testing Kits. Reasons were discussed regarding the reliance of field testing kits, along with the limitations and steps for improving future use. The training of those who analyze drugs was also mentioned.

Survey of Existing Courses and Materials

At the present time, there is no existing training for field testing drugs being given to narcotic supervisors within the New York City Police Department. It is felt that this lack of training is a weakness which needs to be addressed. The needs analysis shows that this training is necessary.

## Plan for Design and Development Effort

The designer used the program evaluation and review technique (PERT) to plan the design, development and implementation of this project. The plans for designing this project were developed by the designer after spending eight years working in the narcotic division and observing the need for this training firsthand.

When drugs are purchased and an arrest is made, officers spend a great deal of time processing the arrest and assuring that all the monies are accounted for, along with the drugs and other items that are vouchered. All of this time and effort is to be wasted due to the fact that the Special Narcotic Assistant District Attorney will not indict if the drugs are "Beat."

## Estimated Student Effort

The estimated student effort is twenty-four hours. This time will be spread out over a three day period. The training will not affect the daily or weekly workload of the trainee. When the student returns, there should be a substantial return on the time invested.

## Project Plan

The PERT and Gantt charts reflect the planning that was instituted in this project. They are found in Appendix B.

## Budget

The hourly rate for the designer is calculated at $25.00 per hour and the rate for the trainees is also rated at $25.00 per hour. These rates reflect the current salary of both trainer and trainee. Travel expense was non-existent due to the fact that the trainees either took authorized private autos or department vehicles to the training location (Police Academy). The budget is displayed in Table 1.

## Summary

This chapter explains the need for drug testing training along with what is presently being performed by the narcotic supervisors. The use of both cognitive and psychomotor skills was determined to be useful in this training program. The training was to take place in a classroom atmosphere with the use of an actual front seat of an auto as the location for the drug testing to take place. PERT and Gantt charts were used in the design and development of the project. The analysis proved the necessity of the training.

Table 1

Project Budget

| Expense | Designer Hours | Other Hours | Cost | Subtotal | Total |
|---|---|---|---|---|---|
| Labor | | | | | |
| Analysis | 24 | 0 | $ 600. | | |
| Design | 24 | 0 | 600. | | |
| Development | 24 | 0 | 600. | | |
| Implementation | 8 | 240 | 6,200. | | |
| Evaluation | 12 | 15 | 675. | | |
| Total Labor | | | | $ 8,675. | |
| Materials | | | | | |
| Printing | | | $ 300. | | |
| Videotape | | | 30. | | |
| Total Material | | | | $ 330. | |
| Grand Total | | | | | $ 9,005. |

# CHAPTER 3

# DESIGN

## Introduction

This chapter will discuss the diversified techniques that were used during the training scenario. Whether or not the training will be successful depends directly on the quality of the designer's instructional design process. The designer has identified the problem being discussed in this training scenario due to his eight years of police work within the narcotic division along with consultation with various fellow workers and supervisors within this unit. Due to the tremendous waste of valuable police time being spent on cases where there will be no prosecution, (when an undercover officer buys drugs that are not narcotic) it seems that training supervisors to be able to test these drugs on a street level is an important function which should be addressed. The designer completed the following activities;

determine instructional objectives

identify entry behaviors

develop performance objectives

develop pre and post test situations

develop instructional strategies.

## Instructional Task Analysis

Taking into consideration the ISD model, the designer zeroed in on the one specific aspect of the narcotic supervisor and that would be the all-important field test to develop a better case against the drug seller. The instructional goal dealt mainly with a psychomotor skill which would involve mixing a small portion of the recently purchased drugs with the substance inside the drug kit, shaking it and observing its color change. This would clarify whether the drugs are in fact a controlled substance. The above drugs, if not field tested, would later be sent to the police lab where a chemist would perform a test for the authenticity of the drugs and if they came back as no controlled substance the defendant would be released. This whole process could take as long as three days. The above information would be issued to the trainees at the start of the training and the designer believes that when the trainees understand the cost saving technique involved in the training then the course will be more "sellable". Oftentimes training is looked upon as a waste of time by many trainees. However, if it can be sold to them as a valuable asset, it will have a greater impact on them and they will conform to the training when they return to the field.

## Instructional Objectives

The objectives were written in a format based on the ideas of Mager (1984). The main performance objective was that the trainees would be able to accurately tell if drugs purchased by the undercover officer are in fact narcotic and whether to proceed with a narcotic charge or have the defendant charged with a larceny charge. Also the trainee would notify the backup of the correct charge. The training consisted of a pre-test and several quizzes along with a post performance objective test which the student evaluated along with the instructor. There were a series of steps which the trainee should check off as the trainee observes his performance on the video. A performance checklist was utilized. The checklist is included in Appendix C. It is felt that the student will learn more by grading his own performance than by the instructor performing this function. The objectives which were expected of the trainees were fully explained to them prior to the post training exam.

The actual performance objectives will provide a basis for measuring results.

1. Given a narcotic street level location (the front of the classroom for training purposes) the trainee will be able to perform the steps mentioned above.

2. NYPD guidelines will be adhered to according to the rules of the narcotic division, and the performance checklist will be referred to for compliance.

## Entry Behaviors Defined

Students entering the New York City Police Academy are tested upon entry and all fall into the same basic category as reading on a ninth grade level. After five months of training these students increase their reading level to that of a twelfth grade level. This information is derived from a study performed at the academy between 1981 and 1983. For this reason the training which was given during this particular training was geared toward those with a ninth grade reading level so no one would have any difficulty grasping the material. All trainees would have basic buy and bust drug related knowledge. All students would fill out a questionnaire at the beginning of the training regarding educational background for the purposes of documentation and the students would have this training cycle noted in their personnel folders.

## Group and Sequence Objectives

The designer used several factors in the grouping and sequencing for the training objective. The analysis of the trainee involved in this session suggested that there would be a strong willingness to accept the training. These trainees would be narcotic supervisors assigned to perform the buy and bust type of street level narcotic enforcement, and therefore would be fully cognizant of the overtime

situation within the Police Department. Also, grouping these individuals together assured the department that only those who would truly benefit from the training would attend. The Commanding Officers in charge of the Narcotic Divisions were fully cognizant of the fact that the designer was not simply looking for warm bodies to attend the training but only those persons described above. The classes were shown in a logical fashion with an introduction by the instructor and an explanation of the reason why they had been chosen along with the needs analysis explained to them.

## Learning Activities Specification

The instructor followed a lesson plan similar to the Matrix described below. Gagne's Internal Processes and their Corresponding Instructional Events (1985) proved helpful in describing the learning activities specification. The instructor informed the learners of the objectives during the introduction. The role play gained their attention by showing them (hopefully humorously) how a gust of wind via a fan blowing on the subject could easily blow away a large portion of the drugs before they actually got field tested. The video/role play provided feedback by self observation of what was expected and informed the trainee of what the final exam would be like .

Learning Activity Instructional Strategy Matrix

| Learning Activity | Content | Instructional Method | Media |
|---|---|---|---|
| 1 | Introduction | lecture | realia |
| 2 | Role play | video/instruct | video |
| 3 | Quiz | lecture | realia |
| 4 | Role play | video/instruct | video |
| 5 | video/role | video/instruct | video |
| 6 | final/video | one on one | video |

## Assessment System Specification

A test would be given on the first day of instruction that enabled the instructor to see exactly what was already known regarding drug testing. There also was a series of pretests and quizzes to be given to the students to ascertain if they were grasping the material (this proved helpful to the instructor). Prior to the final exam the students were to be given a mock final exam. This involved actually being videotaped and later observing the video. After observing the video they would fill out the performance checklist to see if all the necessary tasks were performed.

## Evaluation System Specification

What we are mainly interested in is a permanent behavioral change, which is how we planned to test whether or not learning has actually been accomplished. We planned on a one on one evaluation with the instructor and the student sitting down together discussing the student's performance. In regards to the evaluation and learning transfer, we observed the trainees new behavior back at work to ascertain if there was a return on our training investment. Also we planned on conducting a follow up questionnaire which was filled out by the former trainee and by his supervisor to ascertain if the instruction was being carried out in the field. These were distributed at 30, 60 and 90 day intervals after the training. The work of Donald Kirkpatrick (1987) was helpful in developing evaluations.

## Learning Transfer System Specification

The follow-up form of evaluation was considered helpful in determining whether or not the training was being utilized in the field. Also a new narcotic envelope was initiated with a fill-in on the rear side of the envelop that must be filled out by the supervisor. This new fill-in asks certain questions among them being whether or not a field test was conducted and the results of the test along

with the time and date of the test also this must be signed by both the undercover officer and the narcotic supervisor prior to sealing the envelope. If the application of skills developed during training is carried out to the field there should be no reason why drugs purchased by undercover officers in a buy and bust scenario should be deemed no controlled substance by the chemists assigned to the lab. Therefore the results of this training should be quite evident in a short period of time. An estimated ten percent of overtime could be saved if the procedure is routinely followed. We realize that relapses are inevitable and some supervisors will not take the time to perform the field tests. Another barometer will be from the chemists assigned to the lab and the amount of unnecessary overtime accrued along with the amount of narcotic cases that would have been thrown out of court and considered not worth prosecuting. Also we plan on having the training instructors make random spot checks to the various Commanding Officers in charge to see if there are any problems in the field.

## Review and Selection of Existing Materials

No existing courses or materials were identified in the analysis phase of this project. Therefore, none were selected.

## Summary

In designing this training project, consideration was made regarding the educational background of the trainees. Performance objectives were grouped and sequenced in accord with learning theory toward a specific type of narcotic supervisor who would be using cognitive and psychomotor skills. Pre and post tests were taken into consideration along with the use of video equipment to assist in learning. Plans were made to assure the transition of training from the classroom was carried out to follow up in the field. Appendix E contains the Instructional System Design Questionnaire.

# CHAPTER 4

# DEVELOPMENT

## Introduction

The plan to develop this training course which will teach narcotic supervisors how to field test drugs while performing buy and bust narcotic operations has won the approval of the upper echelon within the Police Department's Narcotic Division. The fact that a substantial amount of overtime hours would be eliminated was a motivating factor in the final decision for developing this training cycle. After explaining the reasoning behind this training the trainees should understand the benefits that will be gained from the course. After making a narcotic arrest, both supervisors and subordinates lose a great deal of morale when the defendant that they have spent so much time with during the arrest process is suddenly cut loose because the substance that they thought was drugs turned out to be bogus. After gaining the knowledge from this course there is a good possibility that morale will be enhanced.

## Learning Activity Development Scheme

In the Developmental Phase, some different methods and media were used. As a teaching and learning tool a student was picked from the class and asked first if the trainee had

any prior drug field testing experience. No matter what the answer, the trainee would be placed in front of the class and videotaped while conducting a mock drug field test. To make matters somewhat more difficult a fan would be placed blowing toward the trainee as the test was being conducted. After the drug field test the student, along with the other members of the training class, would observe the video of the student and make comments on how to improve the field test. The above is never used to embarrass any student but as a training tool for all concerned. Next, a list of the exact steps that the trainee should perform will be distributed and the designer will go through each step and explain to the trainees how it should be performed. After a series of follow up quizzes, each trainee will actually perform the drug test in front of a video camera and will have a chance to go over the results in accord with the performance checklist along with the instructor. This will be a mock final exam and each student will be fully aware of what is expected for the actual final.

## Learning Activity Development

The training scenario that was developed was planned as a three day training seminar. The instructor would attempt to create a relaxed atmosphere and the students would be dressed in the type of clothing in which they would normally be dressed during a typical buy and bust operation.

The instructor would utilize a chalkboard along with an actual front seat of an auto (to simulate where an actual field test would probably take place) and a video camera would be used to tape the students and play back to them their actions. The theory of instruction that was used as a basis for this development was Gagne's nine-step model of instructional events (Gagne 1985 p. 246). The breakdown of internal processes, instructional events and training actions are shown in Table 2.

1. Gaining attention - The instructor gains the student's attention by having one student attempt to field test the drugs while a fan blows on the student.
2. Informing learners of the objective - The instructor explained the reason why this training was necessary and what they were expected to learn.
3. Stimulating recall of prior learning - The trainees were asked if they had any prior knowledge of drug field testing (some major case drug teams perform the field tests for large buys).
4. Presenting the stimulus - The students will observe the NIK kit and all the features that it can handle.
5. Providing learner guidance - The students will then learn how to perform all the steps required to test drugs using the NIK kit.

Table 2

Internal Processes and Their Corresponding Instructional Events, with Training Actions

| Internal Processes | Instructional Event | Training Action |
|---|---|---|
| Reception | Gain attention | Have a student attempt a field test with fan blowing |
| Expectancy | Inform learners of objective | Explain what they will learn |
| Retrieval to work memory | Stimulate recall of prior learning | Ask about prior drug testing |
| Selective perception | Present stimulus | Display the NIK kit & features |
| Semantic encoding | Provide learning guidance | Link the skills of the NIK kit |
| Responding | Elicit application | Have trainee try kit on video |
| Reinforcement | Provide feedback | Trainee looks at self on video re: perform checklist |
| Retrieval and Reinforcement | Assessing performance | Trainee tests self via video re: perform checklist |
| Retrieval and Generalization | Enhancing retention & transfer | Trainee can learn by observing self with trainer giving recommendations |

6. Eliciting performance - The instructor will have a student try the drug kit while being videotaped.

7. Providing feedback - The trainee will observe self on video and instructor will determine if trainee performance was in accord with the performance checklist.

8. Assessing performance - The trainee will be able to test self via watching the video and any questions can be directed to the instructor to clarify.

9. Enhancing retention and transfer - The instructor, along with the trainee, will observe the video and the trainee will fill out the performance checklist prior to the actual final, thereby knowing exactly what is expected.

Performance test checklist

A checklist was devised with certain yes or no columns to enable both the instructor and learner to ascertain if learning took place. Appendix C contains the checklist.

Post learning reaction questionnaire

This form was issued to all students after the training to rate the training along with the instructor and to ask for any recommendations which may prove helpful. The form was to be filled out anonymously. Any feedback was strongly recommended. The post learning questionnaire is considered helpful for instructor learning and is taken seriously by both trainee and staff.

## Learner Activity Review

After completion of the final training seminar, a report was forwarded to the personnel assigned to the Police Headquarters Narcotic Training Division for inspection. These experts scrutinized the training to assure that all narcotic policies were followed. Also, they checked for appropriate grammar and punctuation.

## Materials for Evaluation Produced

A training seminar booklet with a mock video of the training was produced (simulating a final project). This was also issued to the Headquarters Narcotic training Division. This will prove helpful in the formative evaluation process.

## Summary

In the developmental phase the entire materials needed for the instruction were developed. A complete copy of the text and video was forwarded to the appropriate training heads to scrutinize. The return on the training investment is believed to be almost immediate. The overtime savings should be as high as ten percent. The overtime statistics will be collected and scrutinized every year. The materials developed above were incorporated into the internal processes, instructional events and training actions described by Gagne.

# CHAPTER 5

# IMPLEMENTATION

## Introduction

An integral part of the HRD process is the implementation, or actually conducting the program. It can prove to be very exciting in that an idea that started out on paper actually comes to life in a training environment. The trainees were made fully aware of what results were expected. The designer of this particular training program collected data from personal experiences within the narcotic division, and took into consideration prior teaching experience from training recruits in the police academy. After completion of the training course, the trainees were able to accurately use the NIK kit, and identify whether or not a substance purchased by an undercover officer was, in fact, narcotic. Also the trainee was able to testify in court why and how this test was conducted and utilize these results to help convict drug sellers.

## Materials for Implementation Reproduced

After a series of one-on-one and small group trials, in which certain modifications were made, a training package was completed. After revisions were made, including modifications based on the formative evaluation process, new materials were produced in "market ready" form. Each

participant had their own complete package. One specific situation arose when a participant presented the concept that even if the case is not indicted, the participant gets their overtime. This is true, and what had to be added to the training was the fact that although the subordinates receive overtime, morale could suffer. It is frustrating for a concerned officer to lose a hard worked case because the prosecuting attorney refuses to indict for a lack of a controlled substance, even though the officer has received overtime from the case. Another aspect to this type of thinking was the fact that the commanding officers within the narcotic division were also concerned about overtime for cases that were not going to be indicted.

## Instructional Delivery

The instruction was delivered in a classroom atmosphere at the police academy during the first week of January, 1991. It consisted of a three day training seminar. The tour was a typical day tour for a New York City Police Department Sergeant working in the narcotic division whose tour would start at forty five minutes past seven and end at four o'clock. The dress code was relaxed, much the way a narcotic supervisor would dress when working in the field. The benefit would be that business attire was not necessary. An actual front seat of an auto was situated in the classroom. After initial training, which consisted

of a pretest scenario of what was expected, a training role play was conducted. After being handed a glassine envelope containing white powder by an undercover officer (played by another trainee) the participant is supposed to inquire as to what drug was purchased (heroin or cocaine). The trainee is supposed to remove a small amount of the substance using a pen cover or key or small knife and place this into a NIK testing kit. After mixing the substance with the materials inside the kit and sealing it, the substance should be shaken. The color is then observed. If the substance turns purple, this would be considered a positive test for controlled substance. At this time the trainee will tell the backup team via a department walkie talkie, to proceed with the narcotic arrest. If the substance proves not to be a controlled substance, then the arrest should be for a larceny charge. This is step 1.10 on p. 61.

There was a strong possibility that not all of the above would be followed during this initial training role play and a fan was sending a gust of wind in the direction of the participant to make matters worse. To the surprise of the instructor many of the participants performed the task without too much of a problem. The above set the stage for the training course and brought some levity to the class. The participant was videotaped and then the action was played back to the class, stressing that this was meant merely as a training tool. The above was helpful in

breaking the ice in the classroom atmosphere. Often participants consider training courses as a waste of time, but after the morale and overtime aspect was explained to the trainees they appreciated the course. A series of pretests and more hands-on use of the NIK kit produced better cognitive skills for the trainees. All had a chance to observe themselves on video performing the desired steps prior to the final test. After the final test the trainee and the instructor sat down together and observed the video while the trainee marked off the performance objective checklist. If any one trainee had problems with the course, the trainee would be required to return for one more day and would receive individual instruction.

After one year an analysis of the impact of training will be conducted by the department to determine if there is a decline in unnecessary overtime and the amount of narcotic cases that are not indicted will be taken into consideration. This data will be scrutinized.

## Data Collection

Specific data was collected for the summative evaluation process. The participants were asked to fill out forms called reaction sheets on the final day of the instruction. This involved obtaining and using frank information which was received from the participants to help

improve the learning for both student and instructor. Most trainer's use this to discover the participant's opinions of the training program at the end of the course and at follow-up evaluations. This evaluation process relies on the subjective reports of the participants. The trainee's views can be extremely helpful if they are collected in a systematic way. A synopsis of the above will be further discussed in chapter seven.

## Summary

After a series of one-on-one and small group trials with co-workers the implementation of this training scenario finally took place. There was a tremendous amount of support from the commanding officers of the narcotic divisions for the training and the trainees felt the same way after the reasoning for the training was explained to them. Participants seem reluctant to change at first but when a training course can be "sold" to them by discussing how morale may be lifted and wasted overtime eliminated, then training can be exiting and interesting for all concerned. Data was collected and information from the field filtered back that the training appears to be successful.

# CHAPTER 6

# EVALUATION

## Introduction

The purpose of the evaluation focuses on four levels: (1) how students liked the training, (2) if students learned skills and knowledge in training, (3) to determine if a permanent behavioral change had taken place, (4) and what impact the training had on the organization. After careful analysis had taken place it was considered fruitful to add more training to the current procedure regarding the post arrest drug analysis. The designer of this particular training cycle considered the appropriate formative evaluation technique for instructor to trainee delivered material and a four-level summative evaluation process. The idea was that the material would be easily understood by the trainees and would be used when the trainees returned to field duty and not quickly forgotten.

## Formative Evaluation

In describing the formative evaluation process Dick and Carey (1985) identified three phases. The first one being one-on-one trials and the following are called small group trials and pilot or field tests. The designer of this training scenario took into consideration all of the above ideas.

One-on-One Trials

The designer put together a series of questions which were considered appropriate and useful and selected an individual who had a similar amount of time in the narcotic division and administered them to this individual. The individual (who was not from the actual target group) was asked to explain aloud what was meant by both the directions and questions. This proved to be a learning tool for both the instructor and the individual. If the directions seemed unclear to this individual then they would probably be equally unclear to the group that would be taking the training. The individual had a positive attitude towards the training and after re-phrasing a question felt that the question would be challenging to the actual target group.

An opening question was asked during the one-on-one trial. The designer asked "Why should narcotic supervisors know how to field test drugs purchased by undercover officers?"

The individual explained that if this was asked to some supervisors they would probably answer smartly "To give us more work to do."

Because the above question was changed to "We all would like to increase morale among our subordinates, if we learned how to field test drugs purchased by undercover officers this would increase morale by less cases being thrown out of court. Now do you think it would be fruitful

to learn how to conduct a field test?"

The assistant felt that trainees would answer "Yes."

Small Group Trials

This type of evaluation is yet another way in which the designer can determine if training has taken place. It is important that the designer remember that this is not the time to teach but to observe. A role play technique can be helpful in establishing training and learning during this form of evaluation. The small group trial consisted of three narcotic detectives who work with the designer. The designer did not have the opportunity to use supervisors to conduct the small group trials, none were available. The designer asked the participants questions regarding: their comprehension and interest in the material; questions pertaining to whether or not they felt that appropriate feedback was provided; and whether or not the example and practice exercise was beneficial to learning. The student's attitude toward the material as a whole was also assessed. The students all passed the performance test.

Pilot Test

Pilot tests or field tests are helpful in testing out the training curriculum before it is actually put into action. Four different detectives were used for the pilot test. The entire set of instructional materials, including pre and post tests and videotaping were used for the field test. This provided the designer with a more accurate

indication of the learning effectiveness, acceptability, and interest than the small group trials. The pilot trial was successful in bringing about the desired learning.

## Summative Evaluation

After instruction has been distributed to the trainees we conduct what is known as a summative evaluation. The designer had to ask:

(1) how the trainees liked the program

(2) if the trainees learned the new skills

(3) if the trainees used the skills on the job

(4) if the training made a difference by accomplishing a worthwhile purpose.

As the instruction is continued to be used additional efforts are made to obtain evidences of usefulness and cost. This is done by sending out follow up questionnaires to field representatives who have taken the course and to supervisors to make spot checks and take note of the return on the investment. The four levels of summative evaluation described by Kirkpatrick (1976) will also be covered. They are commonly known as: reaction, learning, behavior and results/impact. The results are summarized in Table 3.

Table 3 is on page 41.

| Level | Questions | Results |
|---|---|---|
| 1. Reaction | Were participants pleased with the program | 90% Pleased |
| 2. Learning | What did participants learn in the program | Proper use of NIK drug kit |
| 3. Behavior | Did participants change behavior based on what was learned | Appears to be complete adherence |
| 4. Results | Did the behavioral change positively affect the organization | Results not in yet |

Reaction

This is considered what the participants thought of the particular training, including materials, instructors, and methodology. The designer felt that if the participants enjoyed the training and understood the reason for it then they would utilize the training when they returned to the field. Most trainers feel that initial receptivity provides a good barometer for learning the material in the program. Kirkpatrick suggests using reaction sheets that are filled out anonymously, that encourage additional comments and that can be quantified and tabulated. The designer used all of these ideas in the reaction questionnaire. Those that agree with the training were ninety percent of the participants, whereas ten percent felt that they didn't need any more work to perform in the field. The negative comments came from

those who felt that their job was difficult enough and didn't think they should be subjected to more paperwork. Most of the participants felt that the training was a positive step forward for the narcotic division.

Learning

This level of evaluation asks what the participant learned in the program. The pre and post tests along with the videotaping of each student shows that the student performed certain tasks (see appendix C performance checklist). The above simulated an actual post buy narcotic field test which will be continued in much the same fashion in the field. Table 4 shows the performance checklist. The pre and post tests uses the same questions.

Table 4

The supervisor (trainee) will field test the drugs to determine if they are in fact narcotics. This takes place after the undercover buy has been made.

| YES | NO | |
|---|---|---|
| ___ | ___ | 1. Confer with the U/C officer re: what drug was purchased - heroin or cocaine. |
| ___ | ___ | 2. Take a small amount of drugs and place it in the NIK drug kit, heroin or cocaine. |
| ___ | ___ | 3. Shake the substance together with the fluid inside the kit. |
| ___ | ___ | 4. Observe the color. |
| ___ | ___ | 5. Tape the remaining drugs in original package. |

___ ___ 6. Place the untested drugs in numbered narcotic envelope.

___ ___ 7. Seal the envelop.

___ ___ 8. Sign the sealed envelop including date, time, location, Buy Operation number and actual buy number.

___ ___ 9. Have the undercover hand deliver the drugs to narcotic safe for forwarding to Police Lab.

___ ___10. Notify backup of correct charges.

Behavior

This form of evaluation is used to measure job performance after participants return to the field. Plans to send out questionnaires 30, 60 or 90 days after the initial training have been incorporated. It is anticipated that relapses are inevitable. Therefore the supervisors of the participants are also being asked to report back to the training department any pitfalls that they may have noticed during their routine spot checks. So far there seems to be complete compliance with the new procedure by those that have taken the training course. No statistical analysis regarding overtime has been acquired as of this writing.

Table 5 displays the questionnaire that was sent out to the field.

Table 5

1. Have routine spot checks been made regarding the use of the NIK drug testing kit? Yes ____ No ____

2. Have the supervisors assigned to buy and bust enforcement been performing the drug field test?

Yes ____ No ____

3. Have there been instances of non-compliance with NIK kit in the field?

Yes ---- No ----

4. If yes to question #3 what corrective action has been taken?

5. Comments:

Results/Impact

Evaluations at this level are helpful in calculating the results of the program to organizational improvement. What the designer would be looking for would be what percentage of return on investment would be benefited. Some results would be overtime reduction and changes in types of arrests being made by the narcotic division. For example, more cases being indicted and less thrown out of court. However, as of this writing those statistics are not available. Records of the above will be monitored.

## Learning Transfer

As mentioned earlier, there appears to be almost complete compliance from the field with the new training. The adaptation of the new narcotic envelop featuring a fill-in on the reverse side which asks the supervisor certain questions prior to sealing the envelop seems to have paid off. Now the training is constantly being refreshed to the narcotic supervisor every time the narcotic envelop is sealed. Also taking into consideration the works of Broad (1989), the designer had avoided one of the largest pitfalls of transfer of training, that being a lack of interest by the supervisor back on the job.

An additional pitfall was eliminated by notifying the commanding officers of each narcotic division that the newly trained participants may take a few extra minutes to handle buy and bust operations because of the extra paperwork and actual field test analysis. They were told to avoid the "Pig in the Python" method of destroying newly acquired training, which was learned from Rackham (1979).

Supervisors of the newly trained participants were asked to contact the trainers if they felt additional training might be needed for the participant.

The training department would make follow-up phone calls to the trainee to provide support and help with problems that might arise. And a follow-up survey would be

sent to the trainee asking them to identify any complications, etc.

## Summary

The designer conducted a formative evaluation that included one-on-one trials, small group reviews, and pilot test. One individual was asked appropriate questions for the one-on-one trial. Three detectives assisted in the small group and four in the pilot test. Their assistance was invaluable. A summative evaluation was conducted using Kirkpatrick's four levels of evaluation. The reaction and learning results seemed to be quite high with a great deal of positive feedback. The results/impact information was not acquired as of this writing. However, it is assumed that certain precautions were implemented by the designer to alleviate any complications and it is felt that the training should be considered successful. Hopefully a permanent behavioral change will have taken placed. The department will benefit due to the lack of overtime being spent on cases that are not indictable. Also morale should be boosted in that the frustration level of the hard working officers assigned to the narcotic division will not be hampered by going through a tremendous amount of time and effort to arrest drug dealers only to have the case thrown out because of a simple narcotic drug field test.

# CHAPTER 7

# SUMMARY AND RECOMMENDATIONS

## Introduction

The concept of training narcotic supervisors to field test drugs during street level buy and bust narcotic enforcement was conceived by the designer when he first became engaged in this specific type of enforcement in 1983. Prior to this type of police work the designer was a legal instructor in the police academy training new police recruits. Before joining the instructional staff at the academy the designer was a uniformed officer working in Mid-Town Manhattan and the Bronx. His experience as a uniformed patrol officer, instructor, and detective in the narcotic division helped him to focus on the need and motivated him to the above described training concept. The designer experiencing first hand the trials and tribulations of narcotic enforcement. It is extremely frustrating when an arrest is thrown out of court because the substance purchased by the narcotic undercover officer comes back from the police lab as no controlled substance. The designer became motivated in attempting to coordinate a training program to alleviate the above problem. The training idea had to be sold to the higher ranking officials within the narcotic division and to the training department. The project was implemented and although not all of the results

are in at this time, so far it appears that the training program is a successful one.

## Methods and Procedures Used

The ISD model followed for this project was geared from the Interservice Model of Systematic Design of Instruction. The project incorporated five phases: analysis, design, development, implementation, and evaluation. The highlights of each phase are mentioned below.

### Analysis

In this phase the designer took into consideration his own first hand experiences along with checks on the frequency of undercover officers buying beat drugs in the Manhattan North Narcotic Area, and finally a check with the supervisory personnel at the police academy laboratory where the drugs for all five boroughs are sent for analysis. He also discussed the problem with his supervisors and other members of the narcotics division.

A job task analysis was constructed which showed that most drug related narcotic cases are not field tested and this was addressed. The idea that overtime would be reduced in the narcotic division was a large selling factor for the training program.

Design

The designer took into consideration the trainees' educational background and geared the training toward reading levels that would not be a problem for any of the participants. Objectives were developed for the training based on the learning theory of Gagne, along with articulating objectives (using Mager's model), grouping and sequencing objectives, determining an instructional strategy and designing an evaluation system. The designer considered using role plays and the use of videotaping to help the training sink in to the participants. This was extremely helpful because the student can actually observe their actions and see exactly what mistakes they made prior to the final test where they would be expected to perform certain tasks.

Development

The materials utilized in this section were developed using Gagne's nine instructional events. The idea of a fan blowing on a participant while an attempt is made to field test drugs was a good way of gaining the attention of the participants. Next they were informed of the training objective so they knew exactly what was expected of them. Each student was issued all the necessary materials needed for completion of the course. And after a series of pre and post tests the trainee was allowed to field test drugs while being videotaped and later view the tape which proved to be

very helpful in the training.

Implementation

After a series of one-on-one, small group, and field reviews the project was implemented in January of 1991. The initial training appeared to be very successful with a tremendous amount of support from the commanding officers of the narcotic divisions. The participants, although hesitant at first (as many people are reluctant to change), felt that the training was excellent and worthwhile both to themselves and the department. Data was collected from the participants and at the time of this writing more updated data is being received by the training department. New classes are being trained on a monthly basis.

Evaluation

The formative evaluation process was utilized in this project using one-on-one, small group, and pilot tests. A great deal of insight was gained simply by talking to coworkers, and how they felt about the above described problem. The four levels of summative evaluation described by Kirkpatrick (1976) were used in describing this form of evaluation.

## Conclusions

In conclusion, the designer feels that this project has been a learning tool for not only the participants of the training but also for the designer himself. The idea of

using a video camera to both record and play back to the student and the instructor was an idea which the designer felt was of great importance. This way a participant can actually see what errors were made and the instructor can freeze the video and go into more detail on exactly what step the participant may have forgotten to perform. It is also a learning tool for the other participants because they can critique the other participant's actions and give insight into the learning and also learn by others' mistakes. The designer felt that the training described in this project was necessary and gave it his full support due to his actual experiences in police work. The fact that the designer had previous instructional experience in training new police officers also deeply enhanced his desire to conduct this training project.

## Recommendations

The designer recommends that if a similar training project were to be incorporated by another agency that certain guidelines must be adhered to.

1. It will be absolutely necessary to have full support from upper management.

2. Involve trainees in the needs analysis and design process, to gain acceptance for the program as relevant and important.

3. Participate actively in the program and demonstrate support and involvement.

4. Emphasize benefits to trainees of applying new knowledge and skills to the job.

5. Send a follow-up survey to trainees and their supervisors, to identify skills which may have been used on the job, and to remind them of key concepts and applications.

6. To avoid relapses, have management provide follow-up on the job through encouragement and reinforcement.

7. If a serious effort is made to administer the above desirable tasks, training can be beneficial to both the organization and all its staff.

## Concluding Statement

I have been a proud member of the New York City Police Department since 1973. When I was first in training in the academy there was not a tremendous amount of discussion about drugs. It seemed that this problem was confined to the minority neighborhoods and it just was not the paramount issue it is today. It wasn't until a famous television character, Art Linkletter's daughter tried to jump out of a window while high on LSD did the public begin to feel that drugs were hitting their neighborhoods. In 1983 I was assigned to the elite narcotic division and although the

drug problem was definitely on the rise there did not exist anything called "crack" in New York City. Around 1985 it hit New York City and since then has increased the crime problem drastically. In 1990 New York broke a record in the number of homicides with over 2200.

The school systems are starting to address the drug problem in the early grades and this is a definite positive idea to arrest the problem. Also television and movies are not depicting drug use as a "cool" thing to do anymore. So society is slowly changing ideas around and hopefully this is a step in the right direction. But until things change the men and women of the narcotic division will continue to do the best that they can to put a bandaid on a serious problem. And possibly with the implementation of this training project more drug sellers will be incarcerated and not be set free to sell drugs to our children.

# APPENDIX A

# TASK ANALYSIS

**1.0 Supervise a drug buy**

| | |
|---|---|
| 1.1 Assign drug buy location | 1.1 Given a simulated case study, the sergeant will assign the U/C a street location to make a drug buy. The location must be in an area where complaints about drug sale, drug use, and loitering have been made . |
| 1.2 Issue money for drug buy | 1.2 Given a role play situation, the sergeant will issue money to the I/C forthe drug buy. The serial numbers of the money must be prerecorded, total no more than $100, must be spent only on the drug purchase. Any money remaining must be returned to the sergeant. |
| 1.3 Set time limit for drug buy. | 1.3 Given a role play situation, the sergeant will inform the U/C of the time limit for the drug buy. The buy must be made within 20 to 30 minutes. |
| 1.4. Ensure the U/C isdressed appropriately | 1.4 Given a role play situation, the sergeant will ensure the U/C is dressed appropriately. The U/C must dress in "street" clothes that blend with those of the sellers, be unshaven, carry a large radio,etc. |

**2.0 Coordinate the arrest**

2.1 Supervise U/C actual buy

2.2 Protect the safety of the U/C and arrest team

2.3 Meet the U/C following the arrest

2.4 U/C tells arrest team whento make arrest

2.5 Arrest team makes arrest

**3.0 Feld test the drugs**

3.1 Test drugs with a NIK kit.

3.2 Determine if the purchased narcotics are, in fact,narcotics.

**4.0 Direct arrest team to proceed with charges**

4.1 U/C confirms arrest details with arrest team

4.2 Direct the arrest team to make a narcotics charge

4.3 Direct the arrest team to make a larceny charge.

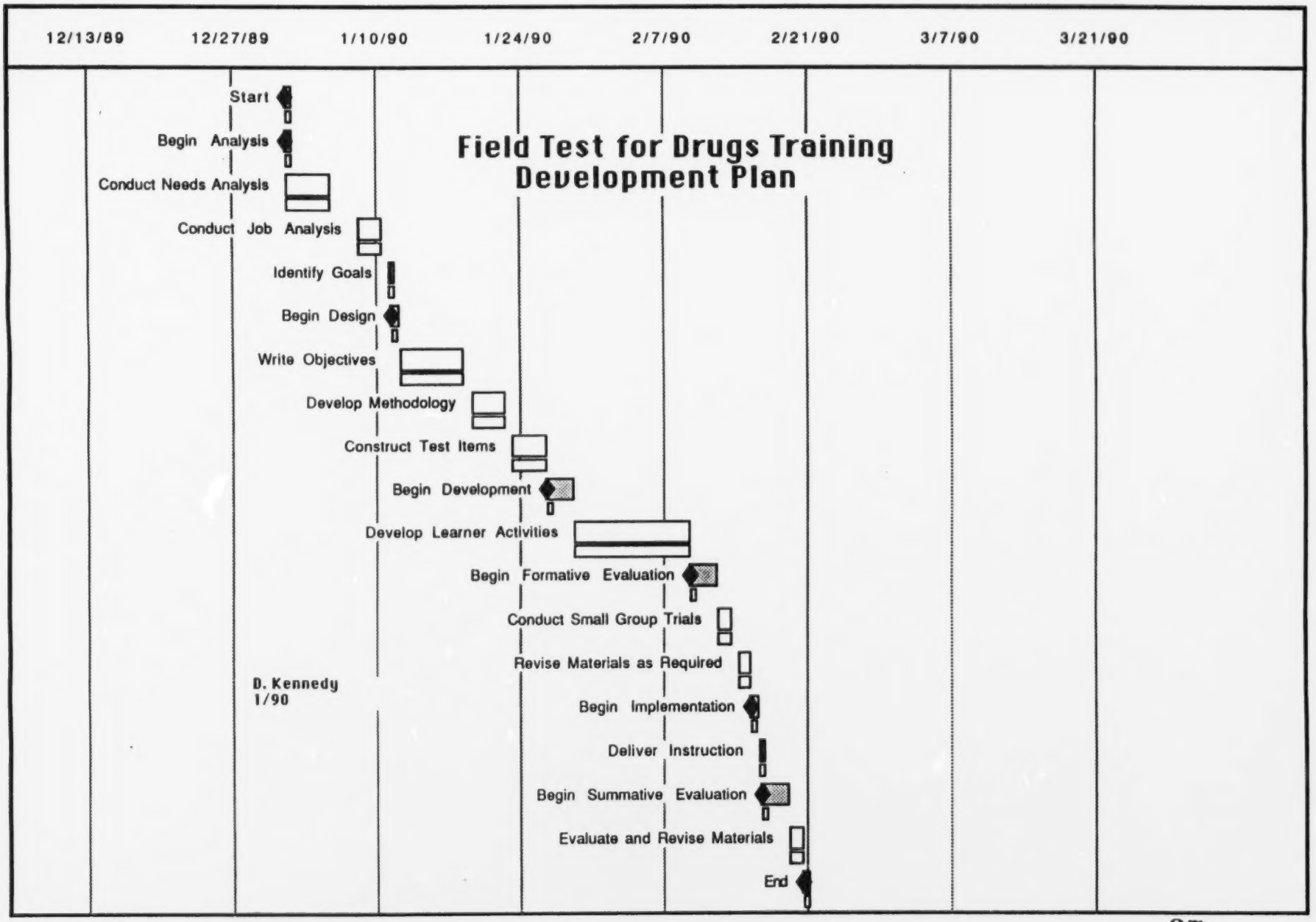
**5.0 Coordinate delivery of drugs to Police Lab**

5.1 Seal drugs into drug envelope with U/C

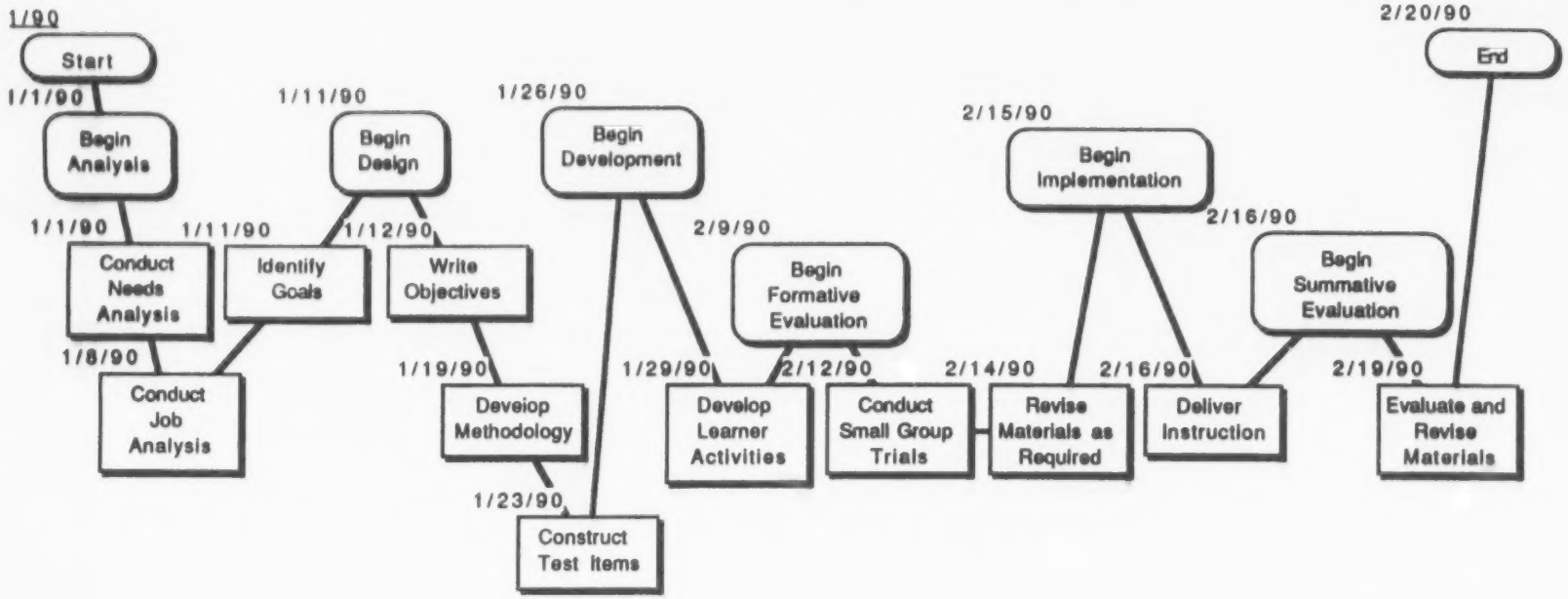
5.2 Direct U/C to deliver envelope to Police Lab

# APPENDIX B

## PERT AND GANTT CHARTS


12/13/89
12/27/89
1/10/90
1/24/90
2/7/90
2/21/90
3/7/90
3/21/90
Field Test for Drugs Training Development Plan
Start
Begin Analysis
Conduct Needs Analysis
Conduct Job Analysis
Identify Goals
Begin Design
Write Objectives
Develop Methodology
Construct Test Items
Begin Development
Develop Learner Activities
Begin Formative Evaluation
Conduct Small Group Trials
Revise Materials as Required
Begin Implementation
Deliver Instruction
Begin Summative Evaluation
Evaluate and Revise Materials
End
D. Kennedy
1/90

# Field Test for Drugs Training
# Development Plan

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# APPENDIX C

## PERFORMANCE CHECKLIST

PERFORMANCE CHECKLIST

Donald P. Kennedy

May 1, 1990

| DID THE STUDENT PERFORM | | | |
|---|---|---|---|
| YES | NO | | |
| | | 1.0 | The Sergeant will field test the drugs to determine if they are in fact narcotics. This takes place after the undercover buy has been made. |
| | | 1.1 | Confer with the U/C officer re: what drug was purchased - heroin or cocaine. |
| | | 1.2 | Take a small amount of drugs and place it in the NIK Drug Kit, heroin or cocaine. |
| | | 1.3 | Shake the substance together with the fluid inside the kit. |
| | | 1.4 | Observe the color - if deep purple the test is positive for controlled substance. |
| | | 1.5 | Tape the remaining drugs in the original package. |
| | | 1.6 | Place the untested drugs in the numbered narcotic envelope |
| | | 1.7 | Seal the envelope |
| | | 1.8 | Sign the sealed envelop including date, time, location of drug test Buy Operation number and actual buy number. |
| | | 1.9 | Have the undercover hand deliver the drugs to narcotic safe for forwarding to Police Lab. |
| | | 1.10 | NOTIFY BACKUP OF CORRECT CHARGES |

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# APPENDIX D

## FRONT AND REAR OF NARCOTIC ENVELOP

**TO BE USED ONLY FOR NARCOTICS EVIDENCE**

ARRESTING OFFICER:
RANK NAME SHIELD COMMAND
/ / /

DEFENDANT(S) ARREST NO.

| PRECINCT | PRECINCT VOUCHER NO. | YEAR |
|---|---|---|
| | | |

ITEM NUMBERS

1

**ATTENTION**
**ARRESTING OFFICER**
EVIDENCE TO BE RETURNED IMMEDIATELY

If impounded, receipt by D. A. necessary; if delivered, release by D. A. and receipt by owner. Receipt must be filed with Pr. Clk.

Receipt Number of Evidence to Court Book

POLICE DEPARTMENT
CITY OF NEW YORK

**NARCOTICS EVIDENCE ENVELOPE**

MISC. (1-71)

Date:_____Time:_____Signature:_____

1.Was a field test performed after the undercover buy? Yes
No

2.Was the drug heroin or cocaine?

3.Undercover officer shield number_____

4.Supervisors shield number_____

5.If no controlled substance, was the subject arrested for an additional charge? Yes___ No___

6.If yes to question #5 what additional charge?_____

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# APPENDIX E

## Instructional System Design Questionnaire

INSTRUCTIONAL SYSTEM DESIGN
QUESTIONNAIRE

Please answer the following:
MALE _____ FEMALE _____

Years with the NYPD _____
Years in the Narcotics Division _____
Your present rank _____
Highest level of education _____

Do you feel it would be more productive if Narcotic Supervisors field tested the drugs purchased by the U/C as soon as possible after the buy? (NOTE: Many cases are lost from buying non-narcotic drugs.)

YES _____ NO _____

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